



Choosing the State-Developed Prequalification Training or District-developed Prequalification Training

Under the requirements of PERA, all evaluators of principals and teachers **must complete** either the state training program offered to all teacher and principal evaluators, *Growth Through Learning*, or a district-developed prequalification training program. In addition, evaluators will also **need to pass** all required state assessments for prequalification. These assessments will be administered online through the [Growth Through Learning](#) (hyperlink to Main Evaluator page) program.

Districts may choose to have evaluators complete either the state prequalification training program or districts may choose to develop a prequalification training program specific to their needs, delivered by an approved trainer, provided that the program meets specific requirements. (Hyperlink to Requirements for District-developed Prequalification Programs PDF). This is true for both principal and teacher evaluators. Districts may also choose to use the state prequalification training program or a district-developed prequalification training program for either the professional practice component or student growth component or both. Optionally, districts could also decide to provide additional training to evaluators, where needed, in addition to the state prequalification training program, to meet your district’s specific needs.

Considerations for Districts

There are important considerations that districts should think about in choosing the training option that best meets their goals for principal and teacher evaluation.

What to Think About	Important Information for Districts
Principal Evaluation	
The principal performance evaluation system and rubric for both professional practice and student growth that will be used by the district to meet the requirements of PERA for principals and assistant principals, where applicable, by September 1, 2012.	The state training program will provide integrated training around the minimum requirements for principal evaluation including both professional practice and student growth. The training will include the state default model and how to use the <u>Illinois Standards for Principal Evaluation</u> and rubric for evaluating professional practice.



	<p>Districts using an instrument and rubric other than the Illinois Standards for Principal Evaluation must ensure all principals, assistant principals, and principal evaluators are familiar with and understand the content of the rubric, the different levels of performance used for professional practice, and how the overall professional practice rating will be determined.</p>
<p>Teacher Evaluation</p>	
<p>The 4-category performance rating system for teachers (required by September 1, 2012) and/or framework for professional practice that will be used by the district to meet the requirements of PERA, when applicable.</p>	<p>The state training program and assessments will align to the Illinois Professional Teaching Standards (IPTTS) as required by PERA. The program will use The Danielson Framework for training and assessing evaluators on collecting, analyzing and evaluating evidence of professional practice.</p>
<p>The performance evaluation plan for student growth that will be used by the district to meet the requirements of PERA, when required.</p>	<p>The state program's Student Growth module will address the minimum requirements for districts for using student growth in teacher evaluation, provide training and resources around Type I, II and III assessments, as well as understanding and using student growth models and metrics for evaluation according to the rules set forth by PERA.</p>
<p>All Evaluators</p>	
<p>When evaluators will need to be trained.</p> <p>All principal evaluators will need to be trained and qualified by September 1, 2012.</p> <p>All teacher evaluators will need to be trained and qualified by September 1, 2012 for evaluation of professional practice. Teacher evaluators in districts implementing student growth for evaluation for</p>	<p>Any district-developed program would need to be in place in time to provide required notice to ISBE by July 1st.</p> <p>District-developed programs must also use trainers qualified through the state Train-the-Trainer program which will be offered beginning May 7, 2012.</p>



<p>2012-13 must also be trained and qualified in evaluating student growth.</p>	
<p>Ability of the district to develop a prequalification program that will meet state minimum requirements. For more information, see <u>Requirements for District-developed Training Programs</u>.</p>	<p>Any district developed program would need to meet state minimum requirements for program and course design, content, qualified evaluator competencies and align to the district’s evaluation plan.</p> <p>District-developed programs must also use trainers qualified through the <i>Growth Through Learning</i> Train-the-Trainer program which will be offered beginning May 7, 2012. Trainers qualified through this program will be qualified as evaluators, familiar with the state assessments and requirements, and have access to online resources, excluding training content, that are available to districts, trainers and evaluators. Qualified trainers will also participate in ongoing learning through the Trainer Collaboration Network.</p>
<p>Evaluators will need to pass the state-developed assessments in order to be qualified as evaluators. Districts cannot develop their own assessments for prequalification.</p>	<p>The state training program will provide the training necessary for evaluators to pass the state assessments for prequalification as well as more intensive training for those who do not successfully complete an assessment.</p> <p>Any district-developed program must also prepare evaluators for the state assessments. Evaluators who do not pass an assessment after district-developed training are required to take the Growth Through Learning training module(s) for that assessment before re-taking the assessment.</p>